

Witamy

Benvenuto

Hoan nghênh

Suswagatam

歓迎

Welkom

Bem-vindos

أهلاً وسهلاً

Selamat datang

Fáilte

Καλώς ορίσατε

Добро пожаловать

Aloha

Karibuni

Welcome!

ยินดีต้อนรับ

환영합니다

Bienvenido

Bienvenue

Shushagatom

Velkommen

Кош келиңиз

欢迎

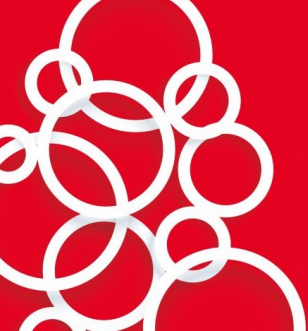
Тавтай морилогтун

Shalom

Hoşgeldiniz

Willkommen

ようこそ



The Dynamic Balance of Technology Adoption and Educational Transition: A Case Study in Higher Education

Presenter: Na Li (Lina)



ABOUT ME



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Land Acknowledgement



- BERA Organizers
- BERA Conference Reviewers
- BERA Conference Participants



Outline

1

The Phenomenon of Interest

2

Literature Review

3

Methodology

4

Results and Discussion



University Ranking Trend

*Covid-19 has the potential to “shake up the **reputational hierarchy**” in global higher education, as **success** in delivering a strong **online learning** experience becomes more important.*

A yellow starburst graphic with a black outline, containing the word 'Competence' in black text.

Competence

-- Louise Simpson,
Director of the World 100 Reputation Network



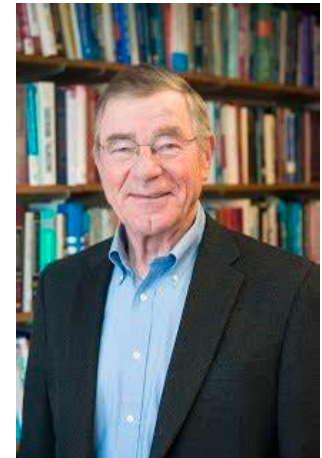
Bothwell, E. (2020). What does the pandemic mean for university reputation?

<https://www.timeshighereducation.com/world-university-rankings/what-does-pandemic-mean-university-reputation>



Institutionalization

*Through the process of **institutionalization** the organization acquires a unique **identity**, special **values**, and a distinctive **competence**.*



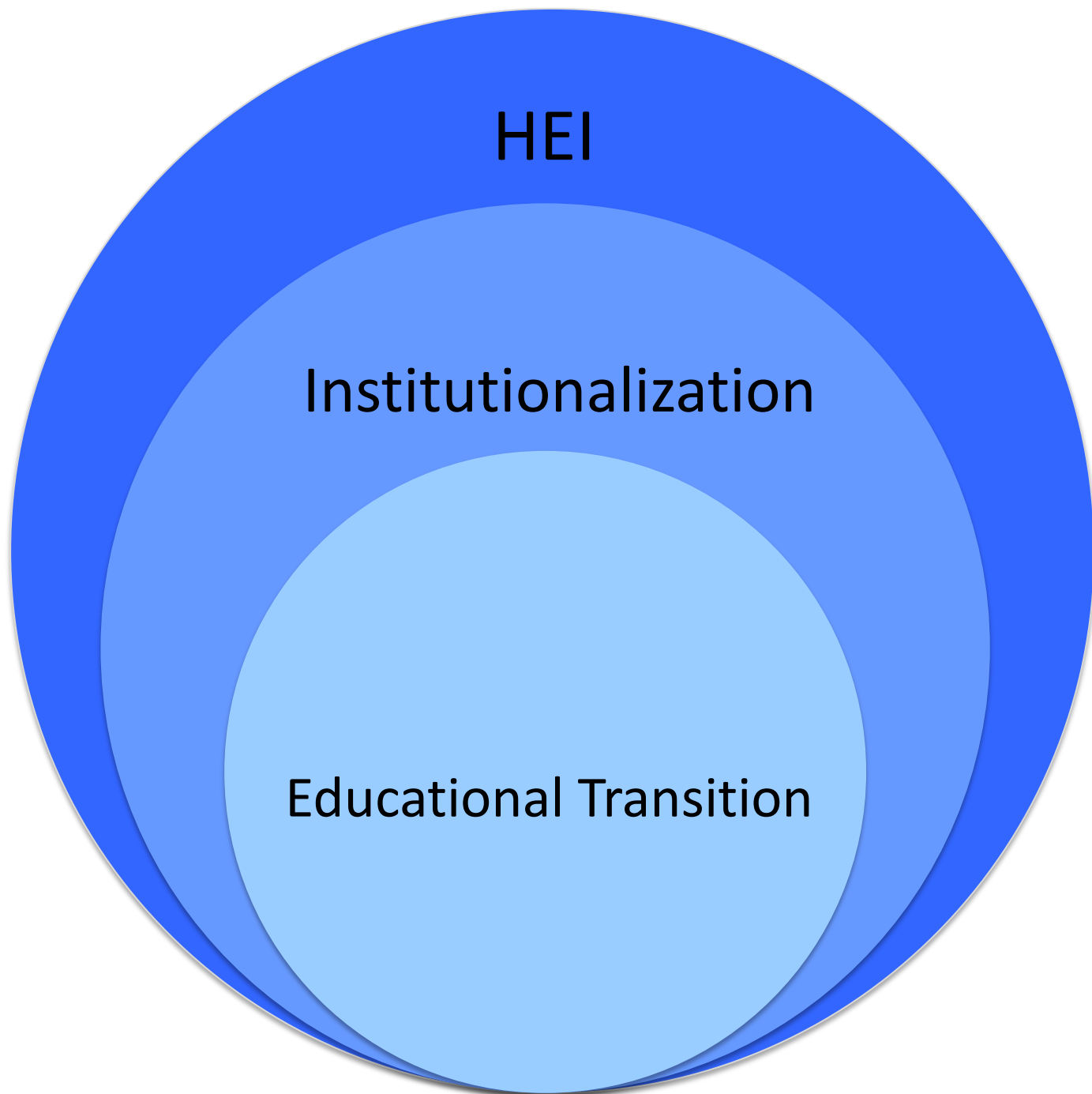
-Van de Ven, 2004



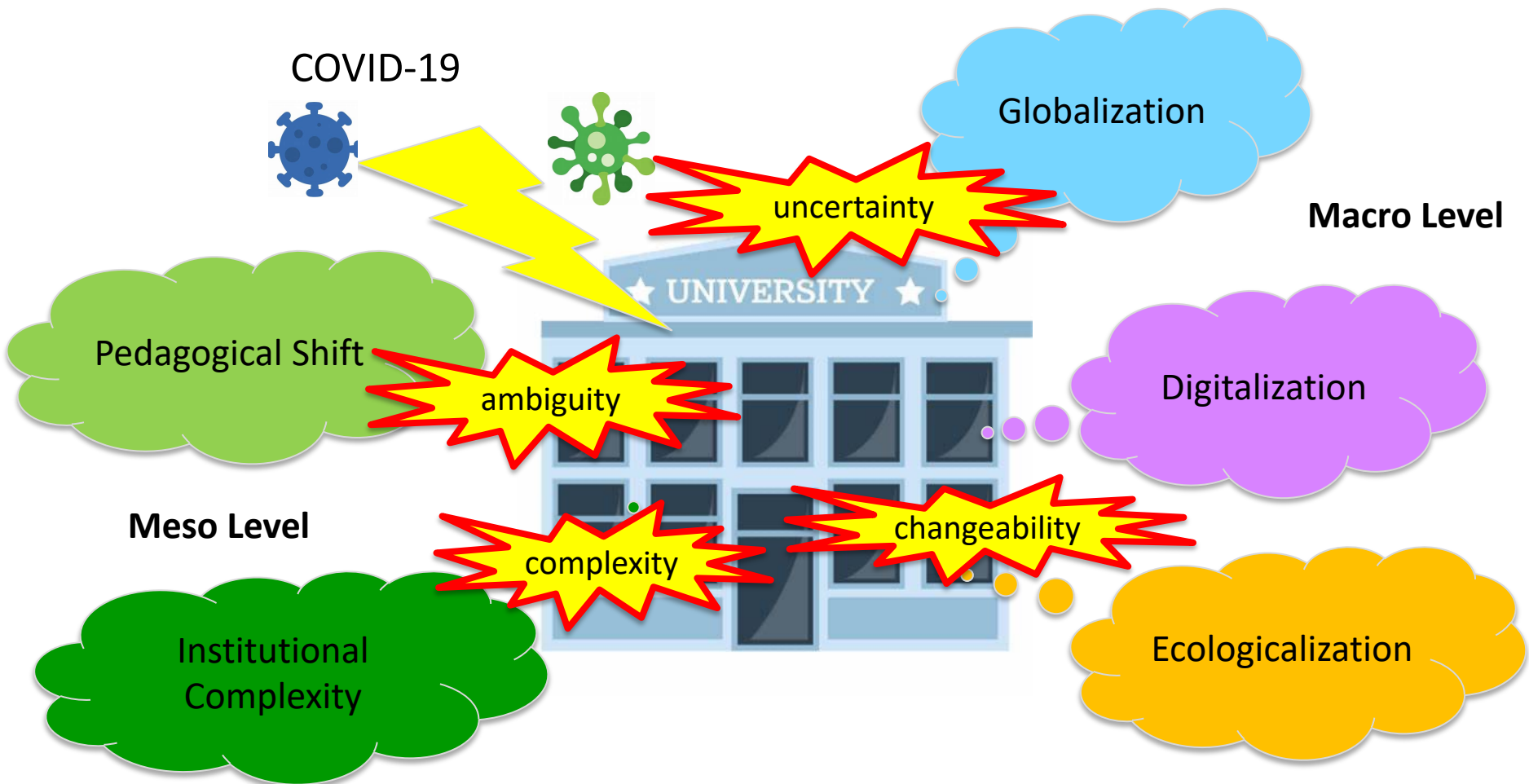
Van de Ven, A. H., & Hargrave, T. J. (2004). Social, technical, and institutional change: a literature review and synthesis. In M. S. Poole & A. H. de Ven (Eds.), *Handbook of Organizational Change and Innovation*. Oxford University Press.

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Challenges for the Educational Transition



Ideal and Reality



Ideal online learning



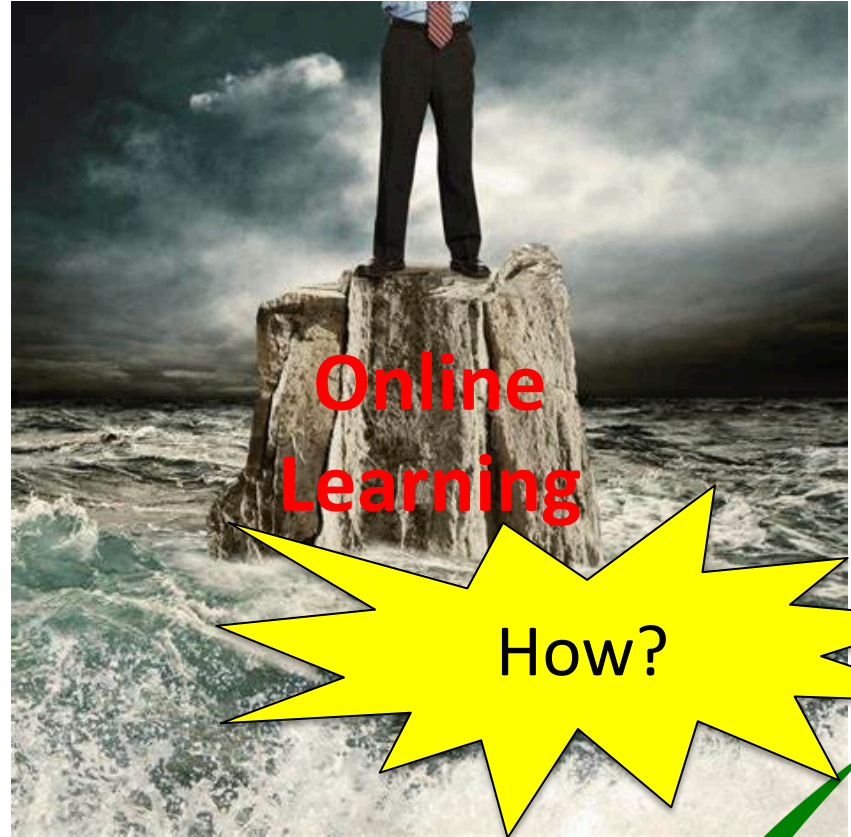
Reality



Universities' Reactions



University A



University B

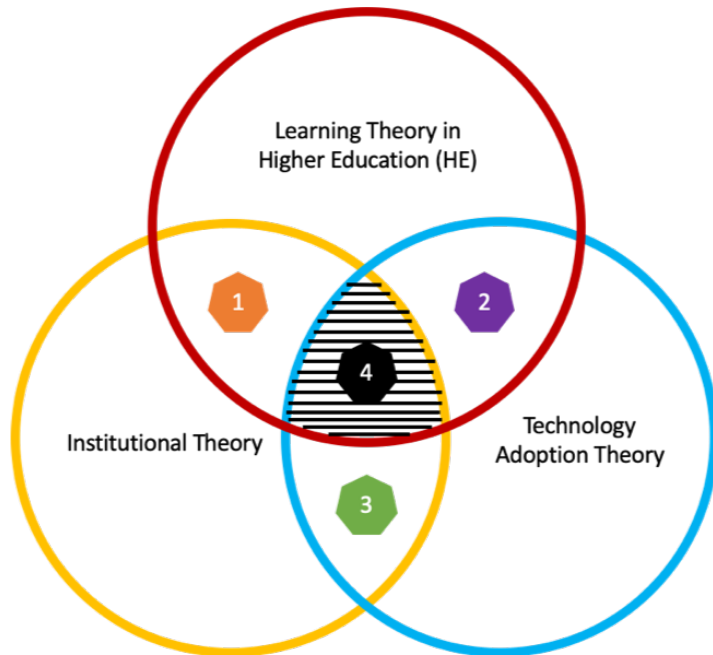
Which one do you prefer?



Image Source: <https://www.pendello.com/hs-fs/hub/1712329/file-3736260469-jpg/blog-files/stressrock.jpg#keepProtocol>
<https://wo-media.familytoday.com/2013/03/featuredimageid4476.jpg>

Theoretical Challenges

Disciplinary boundaries



Research Gap 1 : Limited Institutional Studies in HE

New landscape of institutional theory has been missing (e.g. Hsu et al., 2018; Meyer & Rowan, 2006; Nworie, 2015; Salas, 2016).

Research Gap 2 : Less Focus on Process Mechanisms

Studies of educational technology adoption mostly focus on individual behaviors (e.g. Marangunić & Granić, 2014; Venkatesh & Bala, 2008; Venkatesh & Davis, 2000; Venkatesh et al., 2003).

Research Gap 3 : A Growing Trend

There is a growing trend of educational institutionalizations that comes with the use of technologies (e.g. Casanovas, 2010; Ward, 2013; Kirkwood, 2014; Mortenson, 2016).



Theoretical Challenges

Cultural boundaries

Research gap 4:

Most theories originated and developed within Western contexts and were based on Western logics, which call for the further exploration of the different cultural contexts with more diversified theoretical models (Farjoun, 2010; Jing & Van de Ven, 2014; Law & Kesti, 2014; Lee, 2016; McCoy et al., 2005).



Research Questions

RQ1: **What** are the key elements for the educational transition?

RQ2: **How** does the key elements interact with each other to promote educational transition?



Methodology

- Exploratory **Case Study** (Eisenhardt, 1989; Yin, 2018)
- Mixed Methods (Plano Clark and Ivankova, 2017)
- Constructivist Grounded Theory (Charmaz, 2014; Bryant and Charmaz, 2019)



Case Selection

- I. A Higher Education Institution
- II. With mixed western and eastern context
- III. Can provide rich, trackable, accessible data of the technology-driven innovation change history
- IV. Ethical Approval



设立西安交大利物浦国际大学

Establishment of XJTU Liverpool International University



2004

西交利物浦大学2006级首批赴英交换学生告别茶话会

Farewell Party for XJTLU 2006-Year Exchange Students to UK



2006





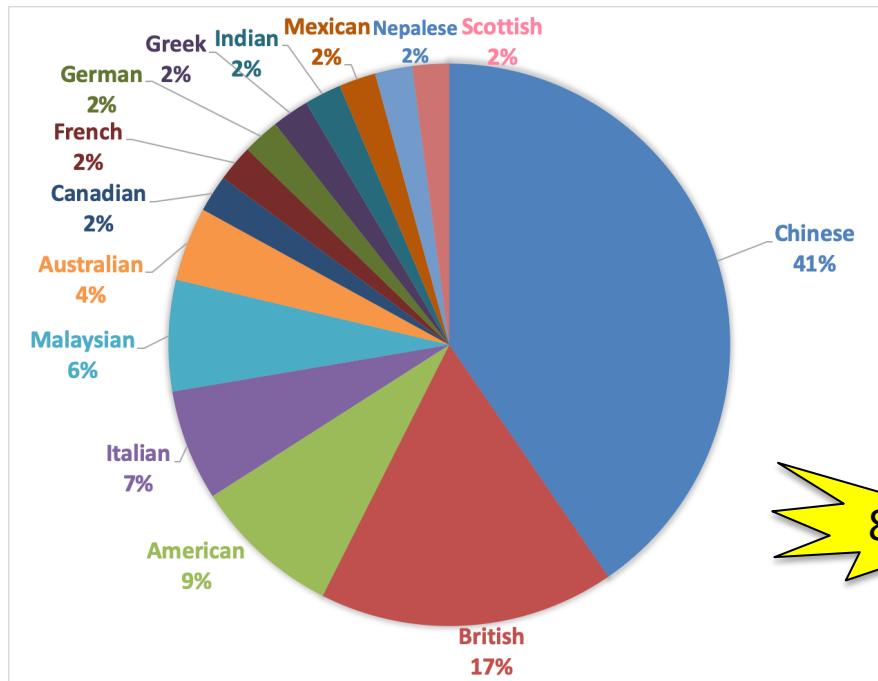
Methodology

- Exploratory Case Study (Eisenhardt, 1989; Yin, 2018)
- **Mixed Methods** (Plano Clark and Ivankova, 2017)
- Constructivist Grounded Theory (Charmaz, 2014; Bryant and Charmaz, 2019)



50 Informants

Cultural Diversity



8 years

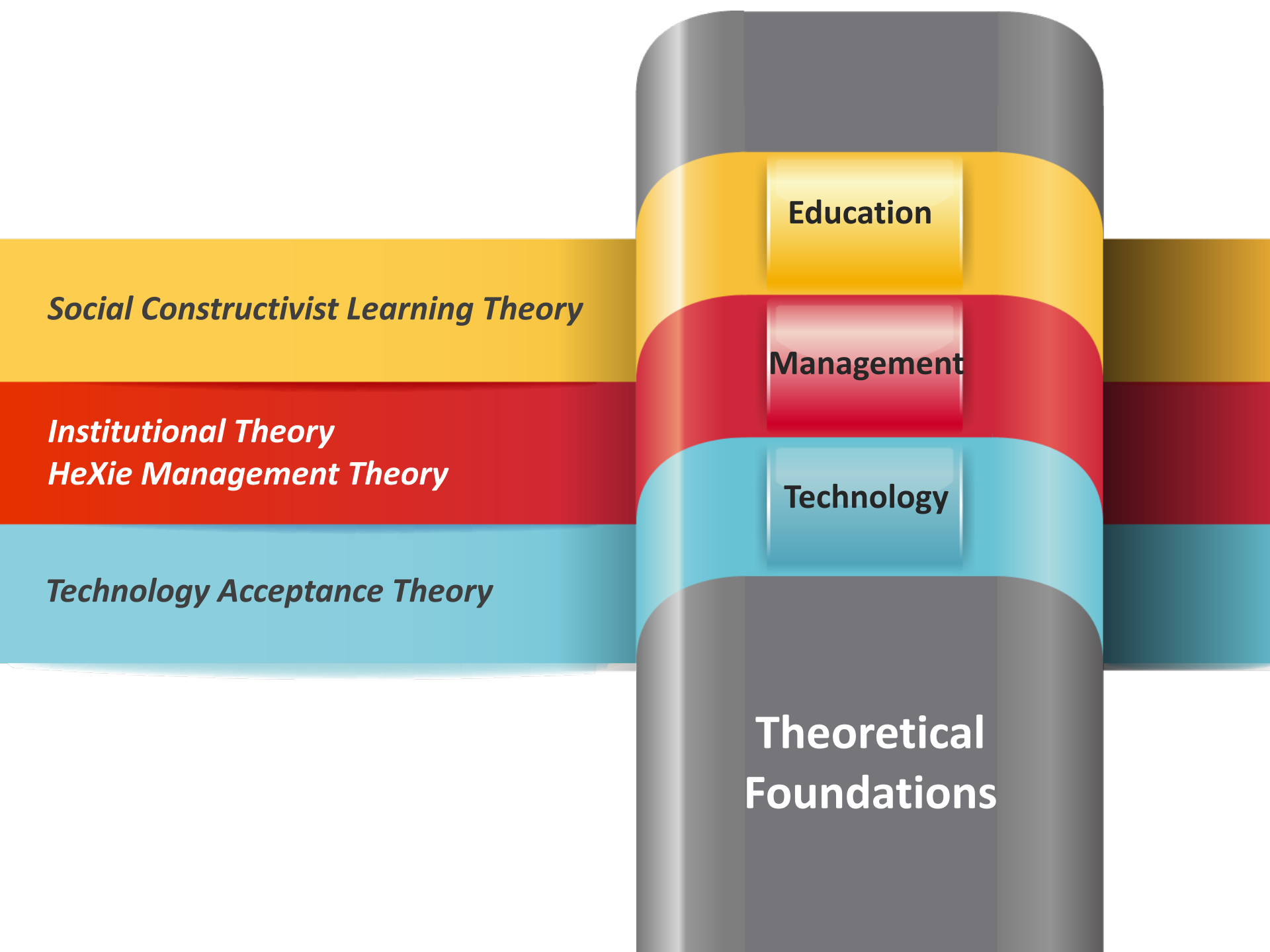
Role Diversity



Methodology

- Exploratory Case Study (Eisenhardt, 1989; Yin, 2018)
- Mixed Methods (Plano Clark and Ivankova, 2017)
- **Constructivist Grounded Theory** (Charmaz, 2014; Bryant and Charmaz, 2019)







HeXie Management Theory

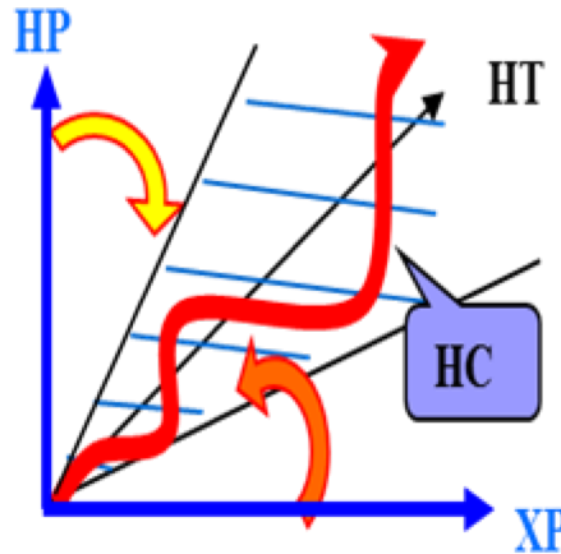


Figure 1 HeXie Management Theory Model

Notes: HP – He Principle; XP – Xie Principle; HT – HeXie Theme; HC – HeXie Coupling

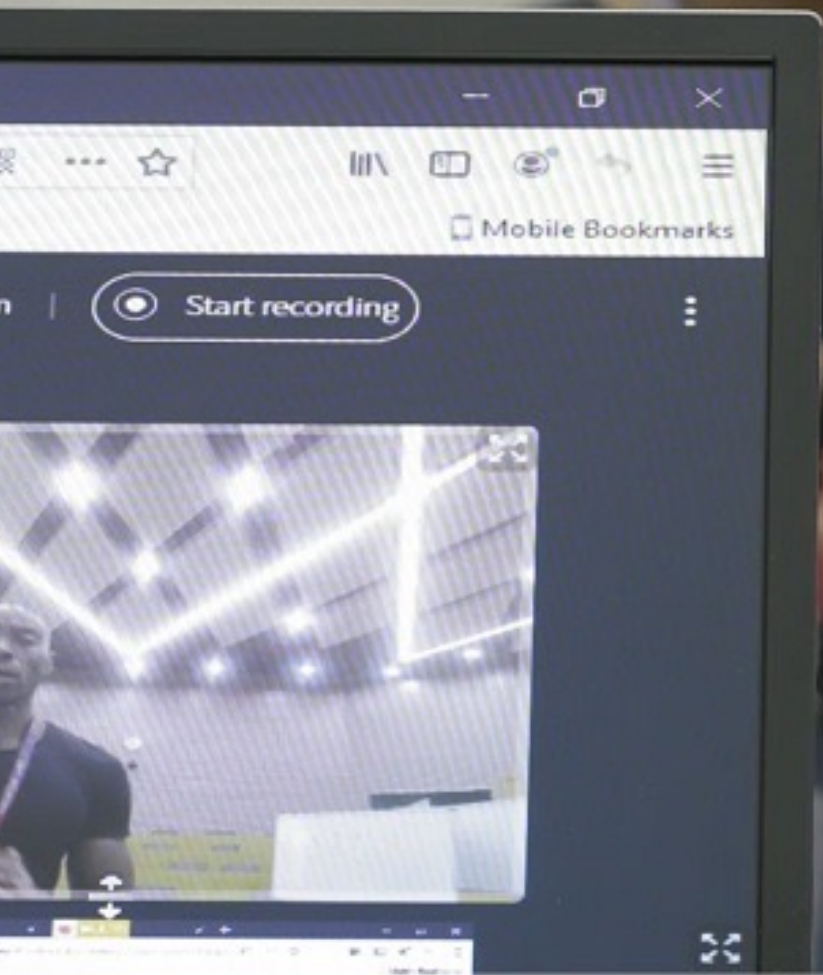
Xi, Y., Zhang, X., & Ge, J. (2012). Replying to management challenges: Integrating oriental and occidental wisdom by HeXie Management Theory. *Chinese Management Studies*, 6(3), 395-412.

<https://doi.org/http://dx.doi.org/10.1108/17506141211259104>



Results and Discussion





Educational Transition

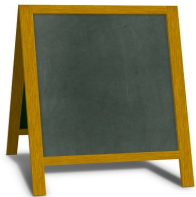
F2F Lecturing



Blended Learning



Hybrid Learning



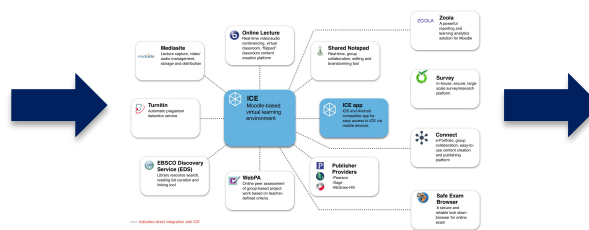
Blackboard and Chalk

2006



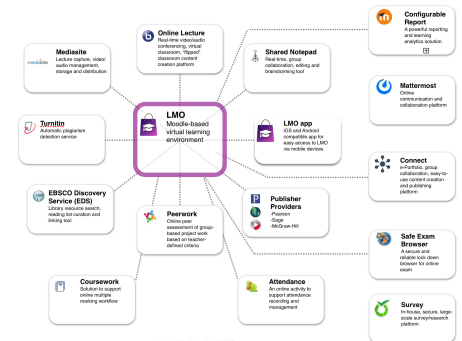
VLE/LMS 1.0

2007



VLE/LMS 2.0

2014



2020



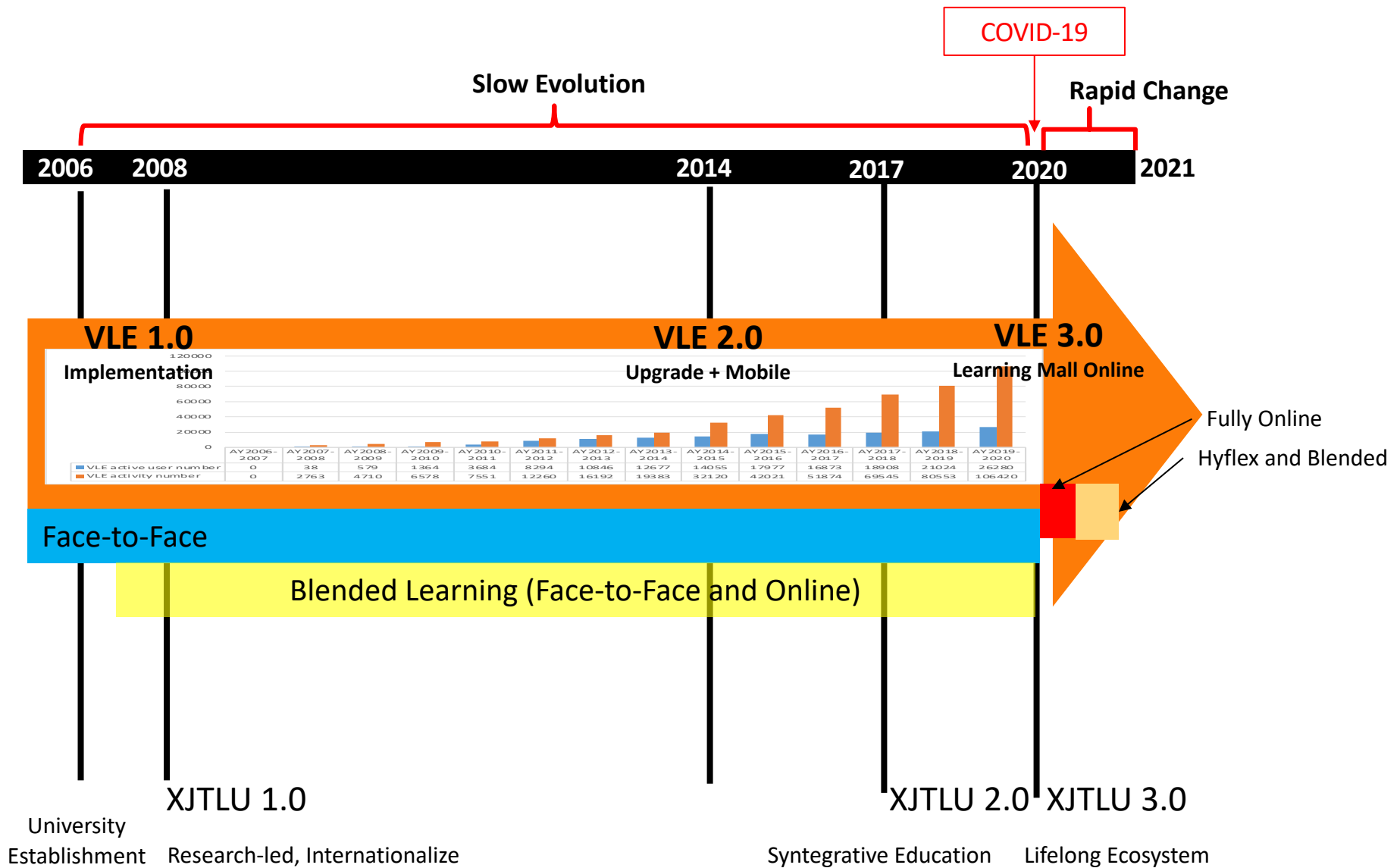
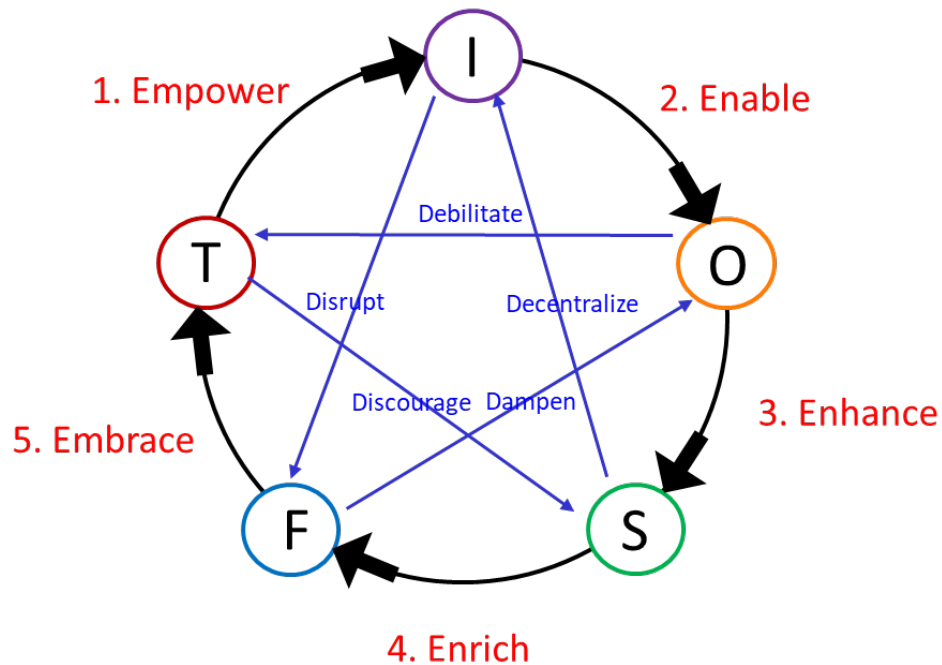


Figure 2 Chronological Milestones from 2006-2020



Five Key Elements of Educational Transition



The five key elements:

I: Innovation (Technology-Driven)
O: Online Education Environment
S: Student-Centred Learning Culture
F: Face-to-Face Education Environment
T: Teacher-Centred Learning Culture

Figure 3 The Dynamic Balance of the Five Key Elements



Consistency with Law and Kesti's Study

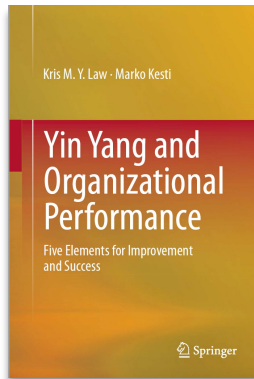
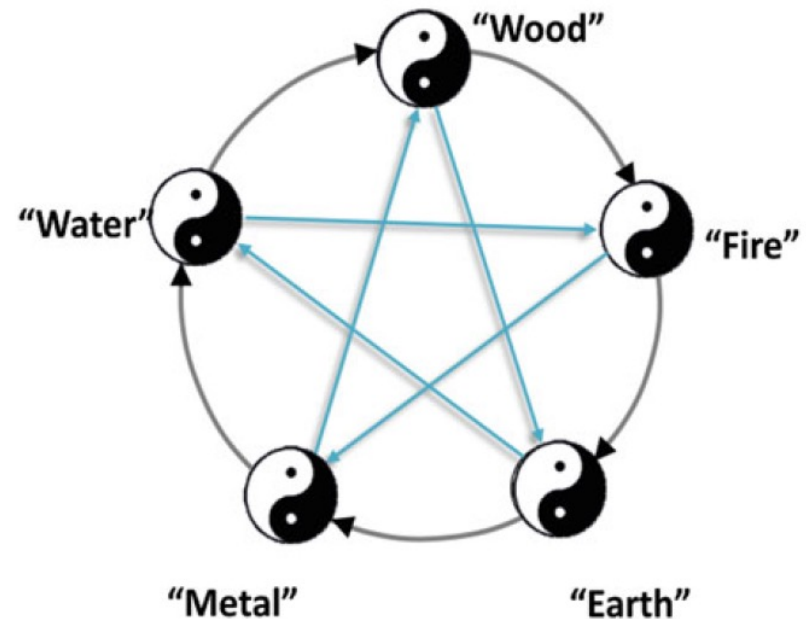


Fig. 1.6 The Ko cycle of five elements



Kris M. Y. Law



Marko Kesti

Law, K. M. Y., & Kesti, M. (2014). Yin Yang and Organizational Performance : Five Elements for Improvement and Success. Springer. <https://doi.org/10.1007/978-1-4471-6389-3>

Image Source: https://www.researchgate.net/profile/Kris_Law

<https://www.ulanland.fi/news/ulanin-yliopistossa-toteutettava-johtamisen-tekoalvn-tutkimus-esilla-kansainvalisessa-konferenssissa-/40708/9369a9a7-e7e2-4db0-bd9a-cba6764c68c6>



Data Excerpt -1

“... I’m happy that I can record them [the lectures] and put [them] on LMO (the VLE) and we think we will keep doing this for quite a few years ... these [technologies] make things a bit easier...”

“We have discussed and agreed in our DLTC meeting that all the written exams will be changed to research-led online coursework on LMO (VLE)... and this (new regulation) will stay with us in future...”

Technology Driven Innovation Enables the Online Education Environment



Data Excerpt -2

... all of my classes focus on how do I engage with students...that was a big challenge... doing things online...'I can't see you, but please do this'... I used a lot of the tools, especially the polling tool...they really like that...even the action is kicking a yes or no, ABC or whatever it might be, but that means they're engaging...



Online Education Environment Enhances the Student Centred Learning Culture



Data Excerpt -3

... I'm happy that we can back to physical classroom again. There are many things we cannot achieve in a fully online environment... student-centredness is not only for online learning... I have designed many student-centred in-class activities for students to do research-led active learning...



Student Centred Learning Culture **E**nriches the **F**ace-to-Face Education Environment

Face-to-Face Education Environment **D**ampens the **O**nline Education Environment



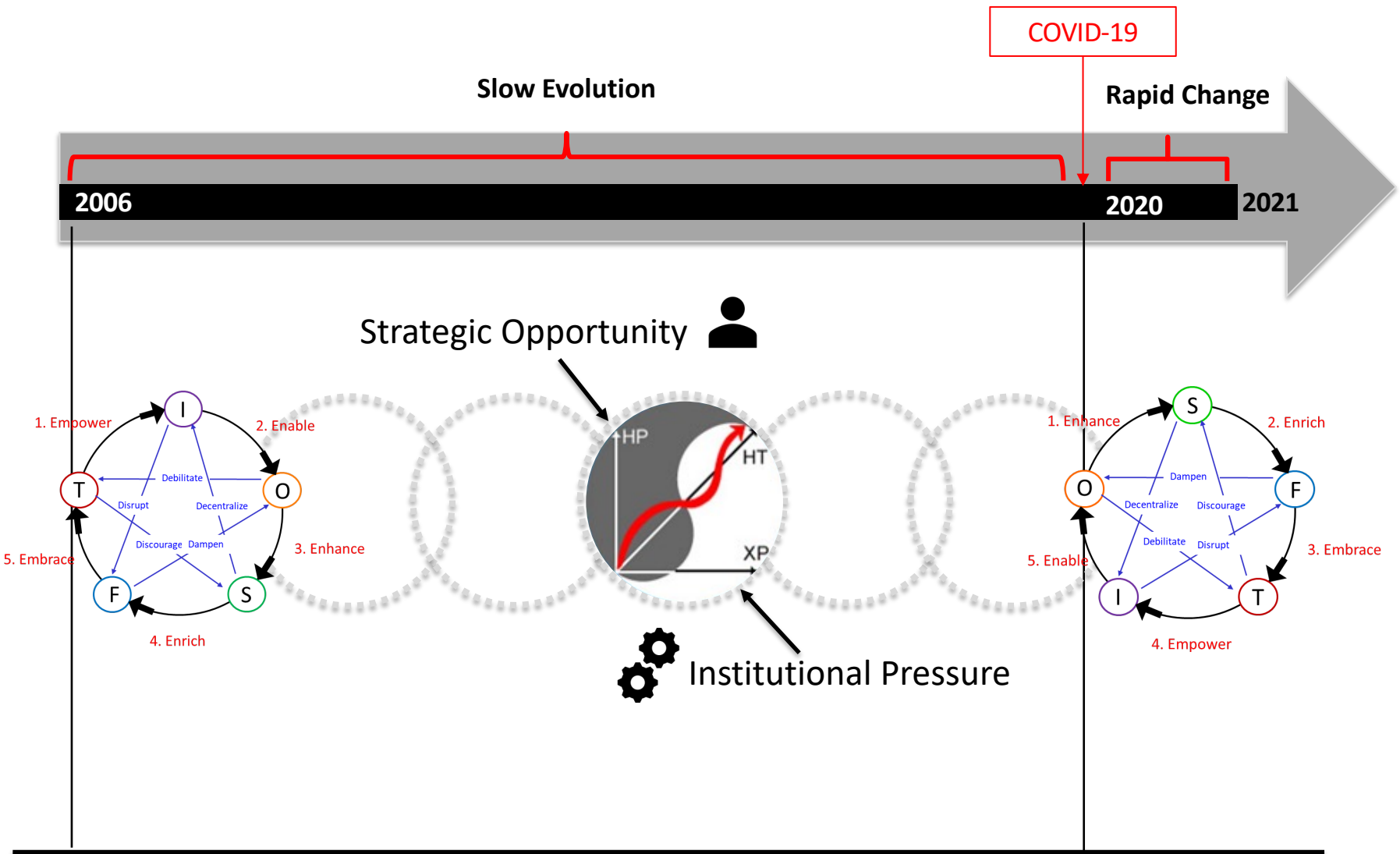


Figure 4 The HeXie Coupling of the Dynamic Digital Learning Ecology



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Go raibh maith agaibh

Teşekkür ederim

감사합니다

Dziękuję

Danke

Toda

Tak

Ευχαριστώ

Asante

谢谢

Баярлалаа

Gracias

どうも

Thank You!

ໂອໂປດຸນ

Obrigado

Kia ora

Mahalo

Спасибо

唔該

Grazie

Dank u

Рахмат

مهربانی

Terima kasih

ممنونم

Merci

Cảm ơn ông





LOOKING FORWARD TO YOUR FEEDBACK

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